

RTP Guidelines for the Department of Urban and Regional Planning

Date: 5/22/2017

Department Vote: Unanimous (6 yes, 0 no, 0 abstain)

This document describes the Urban and Regional Planning Department's expectations for successfully navigating the retention, tenure, and promotion process, as a discipline-specific complement to the University's RTP policies (S15-7, S15-8). In keeping with university policy, these guidelines are meant to be "inclusive and not exclusive in nature" (S15-7, 4.2.1).

1. Effectiveness in Academic Assignment

Level of Achievement	University Criteria	Department Criteria/Hypothetical Profiles of Accomplishments
Unsatisfactory	The candidate has not documented teaching accomplishments that meet the baseline level as described below.	The department conforms to the University RTP criteria with the following clarifications: <ul style="list-style-type: none"> ● Effectiveness in teaching is demonstrated through a variety of ways, such as through numerical SOTES (Student Opinion of Teaching Effectiveness Scores), qualitative SOTE comments, other student evaluations, and peer teaching reviews. ● All faculty members are generally expected to receive SOTE scores comparable to department,
Baseline	The candidate has taught assigned courses that are well crafted and appropriate for the catalog description. The candidate has taken measures to correct any problems identified earlier in either direct observations or prior performance evaluations. Recent direct observations are	

	<p>supportive. Student evaluations, taking into account the nature, subject, and level of classes taught, are generally within the norms by the end of the review period, particularly for classes within the candidate's primary focus and any curriculum specifically identified in the appointment letter.</p>	<p>college and university norms. The department takes into account, however, that SOTES may be lower for certain types of courses, such as new courses and required courses that students find particularly challenging. SOTE scores are interpreted in light of the instructor's pattern of teaching rather than on the scores from any one course section taught.</p>
<p>Good</p>	<p>In addition to the baseline as described above, the candidate has document a degree of innovation within the teaching assignment. This could mean that the candidate has effectively taught an unusually wide range of courses, or that the candidate has created one or more new courses to fill important curricular needs, or that the candidate has documented the use of high-impact practices in teaching. Candidates meeting this level of achievement have at least some student evaluations above the norms, when taken in context of the nature, subject, and level of classes taught.</p>	<ul style="list-style-type: none"> ● Teaching assignments in the department focus on graduate coursework, although in many cases, faculty may also be assigned to teach undergraduate sections concurrently scheduled with graduate courses. Faculty receive course credit for supervising master's professional report projects. ● Documented efforts by faculty to improve their teaching are valued. Such efforts include attending classes and workshops, keeping current with the scholarship on teaching and learning, thoughtful reflection in the personal statement of teaching effectiveness, and publications/presentations on pedagogical topics. ● Faculty who take on additional responsibilities such as coordinating multi-section courses (e.g. URBP 298A/298B), developing new curricula, or mentoring other faculty are recognized for this work.
<p>Excellent</p>	<p>In addition to a good performance as described above, the candidate has either engaged in a higher level of curricular innovation than described above, or documented widespread positive impacts for student success, or achieved both</p>	<ul style="list-style-type: none"> ● Particular value is placed on the development and implementation of the following types of learning activities: active learning in the classroom, service learning, project-based learning, team-based

	<p>student and peer evaluations that are consistently above the norms when taken in context of the nature, subject, and level of classes taught. Excellent teachers may have received recognition or awards for their teaching, they may have mentored other teachers, or they may have created curriculum that is adopted at other institutions.</p>	<p>activities, participatory action research, and interdisciplinary activities.</p>
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2. Scholarly/Artistic/Professional Achievement

Level of Achievement	University Criteria	Department Criteria/Hypothetical Profiles of Accomplishments
Unsatisfactory	<p>The candidate has not created scholarly/artistic/professional accomplishments that meet the baseline level as described below.</p>	<p>The department conforms to the University RTP criteria with the following clarifications:</p> <ul style="list-style-type: none"> ● The department takes a holistic approach to evaluating scholarly activity, weighting the originality, quality, and impact of a faculty member's scholarly contributions. ● Acceptable scholarship in the discipline of urban planning may take a variety of forms. Common forms of scholarship valued in the discipline include:
Baseline	<p>The candidate has, over the course of the period of review, created a body of completed scholarly/artistic/professional achievements and shows the promise of continued growth and success within his/her discipline.</p>	

Good	In addition to the baseline as described above, the candidate has created scholarly/artistic/professional achievements that constitute important contributions to the discipline and that help to enhance the scholarly/artistic/professional reputation of the candidate's department, school, college, SJSU, or the CSU more generally.	<ul style="list-style-type: none"> ○ Referred journal articles ○ Books and monographs ○ Presentations of papers to academic and professional organizations ○ Professional reports and other projects using rigorous research methods that are conducted for clients or community partners
Excellent	In addition to a good performance as described above, this level requires achievements of both sufficient quality and quantity to establish a significant, important, and growing reputation within the candidate's field. Excellence in scholarly/artistic/professional achievement requires a body of work that is recognized as significant within the discipline.	<ul style="list-style-type: none"> ● Although faculty are normally expected to publish in peer-reviewed academic journals, urban planning is an applied, professional field in which scholars commonly produce professional reports and other products for clients or community partners. These projects will be valued in the RTP process as significant scholarship and creative products if (1) they use high-quality data collection and analysis methods, and (2) they are disseminated publicly so that they further the development of knowledge in the discipline and/or they improve planning practice in a demonstrable way. ● Co-authored work is valued in the discipline and department as a way to foster interdisciplinary learning, build connections across departments within SJSU, build connections between SJSU and other institutions, and offer student co-authors a substantive role in the research process. In cases of co-authorship, it is recommended that faculty briefly describe their role in the project. ● If a publication has not been peer reviewed, the dossier should document any type of review to

		<p>which such work has been subjected.</p> <ul style="list-style-type: none"> • Because urban and regional planning is a professional discipline, contributions to the profession are highly valued. As such, publishing in non-scholarly venues directly related to the planning profession is recognized. • Acquiring grants or contracts from institutional or external sources that will support the production of scholarly articles, professional reports or participation in conferences or other planning related events is valued.
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3. Service

Level of Achievement	University Criteria	Department Criteria/Hypothetical Profiles of Accomplishments
Unsatisfactory	The candidate has not documented service activities that meet the baseline level described below.	<p>The department conforms to the University RTP criteria with the following clarifications:</p> <ul style="list-style-type: none"> • All faculty are expected to participate in department administration, including serving on committees and completing administrative tasks assigned to them. Particular value is placed on: <ul style="list-style-type: none"> ○ Identifying strategies to improve the curriculum and department administration. ○ Organizing activities that build community among faculty, students, alumni, and the
Baseline	The candidate has undertaken a fair share of the workload required to keep the Department functioning well. This included activities such as work on department committees, the creation or revision of curricula, the assessment of student learning outcomes, or	

	<p>participating in department planning, accreditation, outreach, and advising. A baseline level of achievement for promotion to Professor will also include at least some service at the University level.</p>	<p>professional community.</p> <ul style="list-style-type: none"> ● All faculty are expected to advise and mentor students on a one-on-one basis on MUP program questions, and also on career and professional development decisions. ● Providing expertise in professional organizations such as holding office or chairing special task forces, serving as an editor or peer reviewer for professional journals, and organizing conferences is valued. ● Engaging in professional activities such as consulting to businesses and other organizations or community-based work is valued. ● Engaging in activities that enhance the department's reputation within the academic and professional planning communities at large and/or within SJSU's local and regional communities is valued. ● Obtaining certification related to the field of planning, such as AICP, to promote high standards of planning practice, ethics and professional conduct is recognized.
<p>Good</p>	<p>In addition to the baseline as described above, the candidate has also participated in significant service activities beyond the department. This will usually include college-level service and may include University level service, service in the community, or significant activities in a professional organization. In at least one facet of service, the candidate will have demonstrated leadership resulting in tangible, documented achievements.</p>	
<p>Excellent</p>	<p>In addition to a good performance as described above, the candidate has documented significant influence at a high level, whether it be service to students, the University, the community, or the profession. Candidates who achieve an evaluation of "excellent" in service will generally have occupied several elected or appointed positions of leadership and will document multiple specific accomplishments that have significant for people beyond the candidate's department or college.</p>	